



Grove Road Primary School
Pupil Premium Strategy 2019/20
GROWING & ACHIEVING TOGETHER
Community, Respect, Self-Belief & Ambition

This is the plan on how we intend to spend our Pupil Premium funding this year.
 Our main focus is on diminishing the difference between our Disadvantaged Pupils (PP) and Non Disadvantaged pupils (NPP), especially in maths.

| Summary information | | | |
|--|--|--|--|
| School Grove Road Primary | | | |
| Academic Year: 2019-20 | | Total PP budget: £37, 862 | |
| Total number of pupils on role: 447 | | Total number (%) of Disadvantaged pupils: 28 | |
| | | Categories: UIFSM: 10 FSM: 9 Ever 6: 4 Post-LAC: 3 Ever 6 Service: 1 EYPP: 1 Girls: 14 Boys: 14 Pupil Premium and SEND: 4 | |
| Date for next internal review of this strategy: July 2020 | | | |

| End of EYFS data | | | | |
|---------------------------------------|------------------------|--------------------|----------------------------|---------------------|
| Attainment data | Pupils eligible for PP | | Pupils not eligible for PP | |
| | 2018 (3 pupils) | 2019 (5 pupils) | 2018 (54 pupils) | 2019 (55 pupils) |
| % achieving good level of development | 33.3% | 60% | 88.9% | 81.8% |

| Progress data | Pupils eligible for PP | | Pupils not eligible for PP | |
|---------------------|------------------------|------|----------------------------|------|
| | 2018 | 2019 | 2018 | 2019 |
| Average point score | 1.5 | 1.8 | 2.3 | 2.2 |

| End of Key stage 1 data | | | | |
|---|------------------------|--------------------|----------------------------|---------------------|
| Attainment data | Pupils eligible for PP | | Pupils not eligible for PP | |
| | 2018 (3 pupils) | 2019 (7 pupils) | 2018 (55 pupils) | 2019 (42 pupils) |
| % achieving expected standard or above in reading | 33.3% | 100% | 85.5% | 81% |
| % achieving expected standard or above in writing | 33.2% | 85.7% | 81.8% | 71.4% |
| % achieving expected standard or above in maths | 66.7% | 85.7% | 85.5% | 78.6% |
| % achieving expected standard in Reading, writing and maths | 33.3% | 85.7% | 80% | 66.7% |

| Progress data | Pupils eligible for PP | | Pupils not eligible for PP | |
|---------------|------------------------|------|----------------------------|------|
| | 2018 | 2019 | 2018 | 2019 |
| Reading | 1.0 | 0.5 | 1.1 | 0.5 |
| Writing | 3.0 | 0.0 | 0.5 | 0.4 |
| Maths | 3.0 | 0.5 | 0.9 | 0.7 |

End of Key stage 2 data

| Attainment data | Pupils eligible for PP | | Pupils not eligible for PP | |
|---|-------------------------------|----------------------------|-----------------------------------|-----------------------------|
| | 2018 (5 pupils) | 2019 (4 pupils) | 2018 (55 pupils) | 2019 (52 pupils) |
| % achieving expected standard or above in reading | 60% | 100% | 90.9% | 90.4% |
| % achieving expected standard or above in writing | 60% | 100% | 89.1% | 88.5% |
| % achieving expected standard or above in maths | 40% | 100% | 85.5% | 86.5% |
| % achieving expected standard in Reading, writing and maths | 40% | 100% | 80% | 76.9% |

| Progress data | Pupils eligible for PP | | Pupils not eligible for PP | |
|----------------------|-------------------------------|-------------|-----------------------------------|-------------|
| | 2018 | 2019 | 2018 | 2019 |
| Reading | 2.55 | -1.41 | 0.29 | 0.60 |
| Writing | -0.40 | 2.76 | -0.38 | 0.47 |
| Maths | -1.34 | -0.29 | -1.19 | -0.39 |

The Grove Road PPG Toolkit

| Obstacles to Learning | Examples of Interventions & Spending of Funding |
|--|---|
| <i>Attendance</i> | AIO liaison and first day contact from the school Family contact and support meetings Pupil Progress Meetings Family Support Worker Pupil Conferencing |
| <i>Speech & Language (including EAL)</i> | Teaching Assistant and Teacher led interventions Phonics support Nurture groups to support social interactions Speech and Language Therapist directed intervention programmes Elklan and Wellcomm training and support Pre-teaching |
| <i>Emotional & Behavioural</i> | STEPS therapeutic approach to positive behaviour management Additional Teaching Assistant support Learning Mentor sessions from the Inclusion Team Pupil conferencing/Learning Mentor sessions from the SLT, including leaders from Tring School to support transition Behaviour support plans Nurture groups to support social interactions Referral to outside support agencies e.g. DESC or CAMHS Therapeutic interventions from Psychotherapist and Integrative Counsellor |
| <i>Parent Literacy Levels and Social Capital</i> | Verbal contact channels to supplement communications Family Support Worker Social Care liaison/Families First interventions Regular Family Learning sessions to promote parental engagement Curriculum workshops to encourage and support parental engagement |
| <i>Low self-confidence, resilience -affecting attitudes to learning</i> | Transition workshops for vulnerable learners Learning Mentor sessions from the Inclusion Team Pupil conferencing/Learning Mentor sessions from the SLT, including leaders from Tring School to support transition Teaching Assistant support and interventions Growth Mindset and meta-cognition training and strategies for learning Resilience workshops (Supporting Links) Sport and enrichment opportunities Funded places at clubs and on trips |
| <i>Special Educational Needs and developmental delay</i> | Quality First Teaching Specific interventions e.g. Precision Teaching; Fischer Family Trust Teaching Assistant support and interventions Regular liaison with external partners to access expertise and training |
| <i>Admissions during the school year (school changes and multiple transitions)</i> | Buddy support and induction Learning Mentor sessions Pupil Conferencing for first term and beyond if required School to school liaison/handover |

When identifying the barriers to learning for our disadvantaged children, we look very closely at the individual. This is because our cohort of PPG children is relatively small and the barriers are often not obvious when considering only data.

Priority Barriers to address:

Target A: To support children in early reading in EYFS and KS1 and fluency and higher order comprehension skills in KS2

| Method/ Focus | Implementation | Desired Outcome |
|--------------------------|---|--|
| Quality First Teaching | <p>Parent workshops - Building Blocks</p> <p>Provide parents with support through recommended reading lists, advice on how to help at home etc.</p> <p>Extra adult support in the Nursery and TA support in Reception</p> <p>Use of the Early Years Toolkit to identify barriers to learning and ensure provision put in place to address</p> <p>There is a clear structure to the teaching of phonics, with gaps identified and planned for</p> <p>Guided Reading is taught daily with a focus on reading higher level texts to develop higher level vocabulary and focus on inference skills</p> <p>Higher level texts read to the class and vocabulary discussed during regular class reading sessions</p> <p>Higher prior achievers carefully monitored and supported to ensure progress made - development of providing explanations for higher level questions.</p> | <ul style="list-style-type: none"> - Following assessment period, results show that PP pupils' attainment is more in-line with Non PP children and they are making accelerated progress. - Positive feedback from parent workshops show increased engagement and knowledge of how to support learning at home - Pupil specific gaps in the PP pupils' learning will be identified and targeted and, as a result, children will make accelerated progress. |
| Targeted Support | <p>Interventions planned for by classteachers will focus on addressing specific identified needs</p> <p>Reading interventions will incorporate:</p> <ul style="list-style-type: none"> - Decoding – to build up phonological awareness - Fluency – daily reading practice and echo reading to develop fluency - Vocabulary focus – to build up understanding of words - Sentence construction and cohesion focus – to help pupils extract meaning from passages and entire texts - Specific skills teaching –to improve skimming and scanning; inference and deduction; reasoning <p>Pre-teaching - texts read during interventions will be ones used in literacy lessons</p> <p>Guided Reading texts will be sent home prior to the Guided Reading sessions</p> | |

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Priority Barriers to address:**Target B:** Low self-confidence and resilience affecting attitudes to learning especially in maths across the school

| Focus | Implementation | Desired Outcome |
|------------------------|--|--|
| Quality First teaching | <p>Develop children's everyday fluency and arithmetic skills</p> <p>CPD in effective differentiation and developing reasoning skills in HfL Essentials' Maths planning for new staff</p> <p>CPD in Metacognition – promote higher order thinking skills in the classroom.</p> <p>Parent workshops – modelling to parents how they can help at home</p> <p>School to take part in the Herts improvement Progress Programme</p> | <ul style="list-style-type: none"> - By the end of the year, the attainment gap between PP children and Non PP children will be reduced in maths - Pupils eligible for PP make rapid progress in maths following focused intervention. - Targeted children meet set targets after intervention (in and out of class). - Half termly results show a reduced gap in attainment in maths between PP children and Non PP children. |
| Targeted support | <p>Targeted intervention by the class teacher, Inclusion Lead or Learning mentors from the SLT</p> <p>Tracking of interventions to ensure progress made</p> <p>Targeted Home Learning Club for Disadvantaged Pupils</p> <p>TA intervention including pre-teaching, supporting pupils falling behind and boosting pupils towards Greater Depth</p> <p>High quality and rigorous Pupil Progress Meetings, alongside provision maps – with PP pupils being prioritised for discussion</p> | |

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Priority Barriers to address:

Target C: Attainment in writing. Presenting barriers presenting for individuals include: spelling; fine motor skills leading to poor handwriting; reluctance to write because of a paucity of ideas and lack of resilience; use and knowledge of advanced vocabulary.

| Focus | Implementation | Desired Outcome |
|------------------------|--|---|
| Quality First teaching | <p>CPD in Metacognition – promote higher order thinking skills in the classroom</p> <p>More opportunities for incidental writing planned for (In other subjects including science, RE and thematic learning) to re-embed skills learnt in English lesson.</p> <p>Training in differentiation for new staff - how to scaffold, stretch and challenge</p> <p>Liaise with English subject leader to consider whole school approach to spelling to impact on QFT</p> <p>Regular conferencing in lessons to provide valuable, immediate feedback.</p> <p>Regular conferencing sessions with learning mentors focuses on next steps in writing</p> <p>Regular external and internal moderation of writing with a focus on PP</p> <p>Greater depth writing booster groups to ensure progress made by PPG pupils who are High prior attainers.</p> | <p>- Higher rates of attainment in writing across KS1 and KS2 for pupils eligible for PP</p> <p>- Each half term targeted PP children are seen to be making accelerated progress</p> <p>- PP children meet set targets after intervention (in and out of class).</p> <p>- Half termly results show a reduced gap in attainment in writing</p> |
| Targeted support | <p>Small group and 1:1 targeted interventions from fully trained TAs: FFT Five Minute Write Spelling Handwriting</p> <p>OT recommended fine and gross motor skills intervention –‘Ready, Steady, Write’ and ‘Fizzy</p> <p>High quality Pupil Progress Meetings, in line with rigorous provision map use – with PP pupils in a priority position for discussion</p> | |

Impact:

Priority Barriers to address:

Target D: Children who are eligible for PP face barriers to their learning which affect their emotional wellbeing: fewer opportunities for extra-curricular activities; SEND difficulties, emotional and behavioural difficulties; lack of parental engagement or social capita; lower self-confidence and resilience.

| Focus | Implementation | Desired Outcome |
|-------------------------|--|--|
| Wave 1 provision | <p>Follow the new school behaviour policy which follows the procedures from the 'Step On' training - adopting a therapeutic approach.</p> <p>Whole school focus on emotional wellbeing and mental health</p> <p>Use of one page pupil profiles by all adults to ensure full understanding of PPG/SEND needs and the strategies required to support</p> | <p>- Teachers have a good understanding of the needs of their PP children and PP children with SEN (wellbeing, confidence and resilience) and appropriate support is put in place for these children so that they are able to achieve in the classroom – positive progress made by these children</p> <p>-Targeted pupils with SEN will make at least expected progress in-line with their peers</p> |
| Targeted support | <p>Use EYPP to offer the extended day and cover lunch clubs</p> <p>Counselling and other therapeutic services e.g. Play therapy</p> <p>Provide a comprehensive and engaging range of enrichment opportunities – educational trips, clubs, workshops, sports coaching</p> <p>Social skills and nurture groups</p> <p>Small group provision of Well Comm to develop speech and language skills</p> <p>Outdoor learning promoted with weekly Forest School sessions</p> <p>1:1 Pupil conferencing - all pupils provided with a Learning Mentor (DL, JR, S'OL, SS, KR, EB, CT).</p> <p>Reading buddies – In-school and from Tring school</p> <p>Tring staff member to carry out regular pupil conferencing with disadvantaged pupils in Y6</p> <p>Inclusion lead to continue to work closely with families and external agencies to ensure that the school is meeting their child's academic, social and other wellbeing needs</p> | <p>-Improvement in PP pupils' confidence and resilience (seen in conferencing)</p> <p>-Forest school observations show improved use of language and development of social skills: teamwork, collaboration, listening and communicating</p> <p>-Attendance for PP children is in-line with Non PP children</p> <p>-Intervention tracking shows that targeted pupils are meeting their targets set (pupils falling behind data)</p> <p>-Increased participation in extra-curricular activities</p> <p>-Improved well-being and focus of children</p> |

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